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ABSTRACT

This document is the final report of the McGregor-funded High/Scope training initiative, a system-wide approach to improving the quality of early childhood programs in the Detroit metropolitan area. The 3-year project was based on the validated High/Scope educational approach and training model, which advocates hands-on active learning for both children and adult practitioners. To achieve system-wide impact, training was directed at all levels of the early childhood community, including caregivers and teachers, supervisors, and agency administrators. High/Scope certified teachers at Centers of Excellence serve as models for other early childhood agencies. The project's impact was examined at three levels: trainers, teachers/caregivers, and children served. The project produced 27 certified trainers, trained 842 teachers/caregivers, and improved the lives of 8,490 young children every year in Detroit-area early childhood programs. Lessons learned during the 3-year project include the following: (1) systemwide early childhood training is feasible; (2) large-scale training can be implemented with high quality; (3) systematic and system-wide staff training can improve program quality and create better learning environments; (4) administrative and technical support are critical to promote and sustain change; (5) training can serve practitioners from diverse backgrounds; (6) inservice training can be the entry point for teachers to acquire more formal education; (7) changes in understanding and practice are incremental; (8) systematic supervisor training by an experienced outside agent is the first step in building internal agency capacity; (9) direct training at intermediate levels of the system inspires practitioners to take ownership of the program; and (10) systemwide training must remain a dynamic and ongoing activity within the early childhood community. (KB)

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A SYSTEMWIDE APPROACH TO IMPROVING EARLY CHILDHOOD PROGRAM QUALITY IN THE DETROIT METROPOLITAN AREA

FINAL REPORT

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A Systemwide Approach to Improving Early Childhood Program Quality in the Detroit Metropolitan Area

Final Report
Executive Summary

Project Purpose

This is the third and final report of the McGregor-funded High/Scope training initiative, a systemwide approach to improve the quality of early childhood programs in the Detroit metropolitan area. The three-year project was based on the validated High/Scope educational approach and training model which advocates hands-on active learning for both children and adult practitioners. To achieve systemwide impact, training was directed at all levels of the early childhood community, including caregivers and teachers, supervisors, and agency administrators. The goals of the training were to advance the professional skills of practitioners, certify agency-based trainers who could provide ongoing technical support, and certify teachers at Centers of Excellence to serve as models for other early childhood agencies in the community. High/Scope conducted a comprehensive evaluation of the training, using questionnaires and objective observational assessments, to determine the extent to which these goals were achieved.

Project Services

In the three-year early childhood training initiative, High/Scope completed a total of ten projects serving 194 participants. Six curriculum courses were delivered to 167 practitioners serving infants, toddlers, and preschoolers; four adult-training courses were conducted with 27 supervisors who continue to provide training and implementation support to the caregivers and teachers at their respective agencies. In addition, High/Scope mentored seven practitioners seeking teacher certification, including two bilingual classrooms, from five programs pursuing accreditation as Centers of Excellence. These services are summarized in the following table.

Services Delivered in the McGregor-Funded High/Scope Systemwide Training Initiative

Activity	Year 1	Year 2	Year 3	Totals
Training of Practitioners				
Number of projects	3	2	1	6
Number of participants	80	67	20	167
Training of Trainers				
Number of projects	1	1	2	4
Number of participants	5	8	14	27
Mentoring Centers of Excellence				
Number of programs	N.A.[1]	3	2	5
Number of participants	N.A.[1]	4	3	7

[1] Mentoring began in Year 2, helping teachers trained in previous years to achieve teacher certification.

Project Impact

High/Scope accounted for the project's impact at three levels: trainers, teachers/caregivers, and children served. The project produced a total of 27 certified trainers, 100% of the participants who completed one of the adult-training courses. Each High/Scope certified trainer works with 25 practitioners to support their implementation of high quality programs. Practitioners in turn serve an average of 10 children and their families each year. Based on these ratios, High/Scope certified trainers can mentor 675 teachers and caregivers, who in turn provide services to approximately 6,750 children and their families each year. In addition, High/Scope directly trained 167 practitioners in one or more curriculum courses and certified an additional seven demonstration-level teachers. These 174 individuals each serve an estimated 10 children per year as well, adding 1,740 to the total. Using these figures, the systemwide training initiative affected, and will continue to improve the lives of ***8,490 young children every year*** in Detroit-area early childhood programs. The following table summarizes this impact.

Projected Impact of the Three-Year Systemwide Training Initiative				
	Year 1	Year 2	Year 3	Project Total
Number of High/Scope certified trainers	5	8	14	27
Number of teachers/caregivers mentored by certified trainers[1]	125	200	350	675
Number of teachers/caregivers trained by High/Scope	80	67	20	167
Number of High/Scope certified teachers	N.A.[2]	4	3	7
Total number of teachers/caregivers with High/Scope training	205	271	373	849
Number of children served by teachers[1]	2,050	2,710	3,730	8,490

[1] Figures are based on a ratio of 1 trainer to 25 teachers/caregivers to 10 children (Epstein, 1993).

[2] Mentoring began in Year 2, helping teachers trained in previous years to achieve teacher certification.

Year One Lessons

- ***Systemwide early childhood training is feasible.*** The initiative secured participation from a broad array of agency auspices serving a diverse population. By simultaneously targeting publically subsidized, non-profit, and for-profit programs, the training reached the full range of settings that parents use to secure services for their young children.
- ***Large-scale training can be implemented with high levels of quality.*** Two factors account for this success: four decades of High/Scope's practical and research experience implementing and validating its "active learning" curriculum and training model; and the commitment of participating agencies to improve program quality by investing in staff development.
- ***Systematic and systemwide staff training can improve program quality and create better learning environments for young children.*** The combination of a theoretical foundation and practical strategies produced gains in knowledge and skill. Hands-on training translated into improved practices in programs serving infants, toddlers, preschoolers, and their families.
- ***Administrative and technical support are critical to promote and sustain change.*** Agency-based trainers are vital in providing front-line staff with the necessary grounding in child

development and effective curriculum practices. In turn, administrators need to support trainers and practitioners as they gradually institute changes and work toward common goals.

Year Two Lessons

- ***Training can effectively serve practitioners from diverse educational and experiential backgrounds.*** The educational levels of participants ranged from high school to master's degrees, their experience from two years to over two decades. This broad-based outreach is essential to enhance the knowledge and skills of novice caregivers who enter the field with little formal education, and also to update the knowledge and renew the commitment of veteran teachers whose practical wisdom the field wants to retain.
- ***Inservice training can be the entry point for teachers to acquire more formal education.*** Research shows formal education, especially if it includes courses in early childhood, is positively and significantly associated with program quality and child outcomes. A bachelor's degree is mandatory in state-funded prekindergarten programs and will become a requirement in federal programs such as Head Start. Through its collaborative relationships with local two- and four-year colleges, High/Scope provides both specific early childhood training and credit toward an associates or bachelors degree.
- ***The high quality of training can be replicated even when delivered on a large scale.*** Those delivering and those receiving the training continue to assign it exceptionally high ratings. Explanations include the following: (a) training is intellectually engaging; (b) information is applicable to job roles; (c) High/Scope early childhood specialists are knowledgeable and skillful educators; and (d) training has both professional and personal impact, encouraging participants to think broadly about the nature of human learning and interactions.
- ***Changes in understanding and practice are incremental.*** Curriculum implementation is a journey, not an express trip. Some program improvements are achieved quickly, such as organizing the learning environment and establishing a consistent daily routine. Other changes become operational over time, such as adopting a problem-solving approach to conflict and replacing teacher control with teacher support. To accommodate the pace of change, training is most effective when it combines workshops, practical application, and follow-up mentoring.
- ***A training system can and should be held accountable for practical results.*** Systemwide training must do more than pass participants through its gates; it must achieve quantifiable changes in individual and agency practices. The current project is producing these measurable results based on the rigorous standards of High/Scope certification. Trainer certification stands at 100%; teacher certification is also at 100% although the number of candidates needs to be expanded. Trainer and teacher certifications are the two first steps toward agencies becoming Centers of Excellence, with demonstrated proficiency in all areas of program operations.

Year Three Lessons

- ***Systematic supervisor training by an experienced outside agent is the first step in building internal agency capacity.*** At the end of the project, 27 High/Scope Certified Trainers were installed in diverse early childhood agencies throughout the Detroit metropolitan area. These teacher-trainers represent a renewable resource, capable of providing ongoing professional

development to teachers and caregivers using effective adult-training strategies. High/Scope's history of mounting large-scale training initiatives were key to the success of this ambitious program. The Foundation transferred expertise to local agencies by employing a curriculum approach and adult-training model validated through four decades of practice and research.

- ***Direct training at intermediate levels of the system inspires practitioners to take ownership of the program and mentor colleagues.*** Direct training of preschool teachers and infant-toddler caregivers produced both anticipated and unexpected rewards. Participants in the curriculum workshops were excited by what they learned and eager to implement it in their own classrooms. Even though it was not the explicit intent of their training, they also welcomed the idea of mentoring co-teachers and colleagues in other classrooms. Their classrooms could, in effect, serve as demonstration programs within their agencies and work with on-site trainers to "spread the word" about effective early childhood practices.
- ***For the project's impact to be sustained, systemwide training must remain a dynamic and ongoing activity within the early childhood community.*** The quality improvements achieved over the course of the initiative require ongoing support from agency-based trainers and program administrators. Unless professional development is seen as a dynamic and continuous undertaking, stagnation and turnover threaten to reverse hard-won gains. While practitioners advanced their mastery of sound teaching practices, there was still much room for growth. Ongoing support is necessary to help solidify and extend their gains and bring new teachers in line with the pedagogy that best supports young children and their families.

Conclusion

The McGregor-funded High/Scope systemwide training initiative was a bold attempt to improve the quality of Detroit-area early childhood programs on a large scale. Evaluation affirmed the potential of this broad-based yet intensive endeavor to reach diverse agencies, enhance the knowledge and skills of the practitioners, and produce meaningful changes in program quality. As a result of this three-year effort, there are now 27 agency-based trainers in place to offer ongoing support to front-line service providers. There are 849 teachers and caregivers who have or will receive training in the High/Scope curriculum, a validated approach for providing effective intervention. Finally, an estimated 8,490 children per year, together with their families, will receive the documented benefits of this high quality early educational experience.

There is still much work ahead of us. Agencies need more site-based trainers to mentor teachers and caregivers. Practitioners need to continue improving program quality to criterion levels of excellence. More children at risk of educational problems need to benefit from these services. The current project demonstrated that a large-scale and systematic approach to training was feasible. Our challenge in the future is to build on this evidence to insure that this early educational opportunity is available to children throughout Detroit and comparable communities.

A SYSTEMWIDE APPROACH TO IMPROVING EARLY CHILDHOOD PROGRAM QUALITY IN THE DETROIT METROPOLITAN AREA

FINAL REPORT

Project Overview

Introduction

This report summarizes the activities and results of the third and final year[1] of a systemwide training initiative to improve the quality of early childhood programs in the Detroit metropolitan area. With financing from the McGregor Fund, the High/Scope Educational Research Foundation began implementing a series of training projects in January 2000 based on its validated educational approach and training model. Training was directed at all levels of the system, from child care providers and teachers to agency-based trainers and administrators. The goals of the training were to advance the professional skills of practitioners, certify agency-based trainers who could provide ongoing technical support, and certify teachers at Centers of Excellence to serve as models for other early childhood agencies in the community. High/Scope conducted a comprehensive evaluation of the training, using questionnaires and objective observational assessments, to determine the extent to which these goals were achieved.

In the first year of the initiative (January to December 2000), High/Scope conducted four training projects: the Lead Teacher Training Program, Infant-Toddler Workshop Series, Movement and Music Training, and Training of Trainers Project. These activities provided an intensive staff development experience to 80 practitioners and five trainers. The results of these efforts were documented in the first-year evaluation report (High/Scope, 2001c), which concluded that:

- Systemwide early childhood training is feasible.
- Large-scale training can be implemented with high levels of quality.
- Systematic and systemwide staff training can improve program quality and create better learning environments for young children.
- Administrative and technical support are critical to promote and sustain change.

In the second year (January to December 2001), High/Scope completed three training projects: two Lead Teacher Training Programs serving a total of 67 practitioners and one Training of Trainers program serving eight agency-based trainers. The Foundation also conducted two overview workshops for program administrators so they could better support staff implementation efforts and mentored four teachers in three Head Start programs seeking to become Centers of Excellence. The second-year evaluation (High/Scope, 2002) reported that:

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[1] The project was funded for two years but was granted a one-year no-cost extension.

- Training can effectively serve practitioners from diverse educational and experiential backgrounds.
- Inservice training can be the entry point for teachers to acquire more formal education.
- The high quality of training can be replicated even when delivered on a large scale.
- Changes in understanding and practice are incremental.
- A training system can and should be held accountable for practical results.

This report covers the third and final year (January to December 2002) in which High/Scope conducted three projects: Infant-Toddler Workshop Series, Training of Trainers, and Trainer Certification Program. The Foundation also continued individual mentoring activities, certifying three teachers at two programs working toward becoming accredited Centers of Excellence.

Table 1 summarizes the services delivered in the three years of the McGregor-funded High/Scope systemwide training initiative with early childhood agencies in the Detroit metropolitan area.

Table 1. Services Delivered in McGregor-Funded High/Scope Systemwide Training Initiative

Activity	Year 1	Year 2	Year 3	Totals
Training of Practitioners				
Number of projects	3	2	1	6
Number of participants	80	67	20	167
Training of Trainers				
Number of projects	1	1	2	4
Number of participants	5	8	14	27
Mentoring Centers of Excellence				
Number of programs	N.A.[1]	3	2	5
Number of participants	N.A.[1]	4	3	7

[1] Mentoring began in Year 2, helping teachers trained in previous years to achieve teacher certification.

Organization of Report

The reader is referred to the first- and second-year evaluation reports for details about the project rationale, a literature-based problem statement, evidence supporting the High/Scope approach as a valid solution, and the evaluation design and methodology (High/Scope, 2001c & 2002). The current report briefly recaps the High/Scope educational approach and training model. It then presents the evaluation findings about the participants and activities in the third year of the McGregor project. The report concludes with the lessons learned over the course of the three-year project and their implications for similar initiatives in other communities.

Program Description

High/Scope consists of an educational approach for children and a training program for the adults who work with them. Both of these components are essential to delivering high quality

early childhood programs and realizing their potential benefits for young children and their families. The Foundation assesses the fidelity with which these curriculum and training components are implemented to verify that those calling themselves High/Scope trainers, teachers, and programs do indeed meet the standards necessary to produce measurable results.

High/Scope Educational Approach for Children

The High/Scope educational approach for preschoolers (Hohmann & Weikart, 2002) and infants and toddlers (Post & Hohmann, 2000) is a coordinated set of ideas and practices based on child development principles. The progressive educational philosophy of John Dewey and the developmental stage theory of Jean Piaget directly influenced the theoretical framework. Years of experience with young children have enabled us to move from theory into practical application. This innovative approach is a more age-appropriate alternative to scaled-down versions of traditional elementary education or the damaging deficit models that impose solutions on children and communities. High/Scope emphasizes the development of language, cognitive, physical, and social skills that are appropriate to the age group and community being served. Implementation requires no special materials or equipment and can thus be adapted to a wide range of populations, geographical locations, and program settings. The major features of the High/Scope curriculum approach are as follows:

- The central tenet of *active learning* states that children learn best from activities that they plan and carry out themselves. The special quality of the High/Scope definition of active learning is its emphasis on intentionality. When children are motivated by their own interests and their own questions about how the world works, they are actively engaged in exploring and seeking answers. This type of learning makes a lasting impression.

- Extending the principles of active learning into *room arrangement*, staff arrange and label interest areas. This labeling assists children in developing mental representations of their environment. It also gives them a sense of control over their own learning because they know where they can find the materials they need to carry out their activities.

- Staff also maintain a *daily routine* that permits teachers and children to work together with mutual respect. As part of this routine, children choose their own activities, using a *plan-do-review process* that develops their initiative, sense of responsibility, problem-solving ability, social cooperation, and individual competence. Reflecting on their activities each day, and sharing their observations with adults and peers, attaches importance to the children's activities and helps them solidify what they have learned.

- Throughout the day, teachers build on children's existing strengths by observing and supporting children's activities and introducing new activities. These varied opportunities provide the *key experiences* necessary for children's learning. The key experiences act as a conceptual and practical framework for adults as they work with children at different developmental levels. This framework helps them think about how children learn and allows them to plan activities that naturally and effectively build on children's interests.

High/Scope Training Model for Adults

High/Scope offers several training options to address different roles and provide flexibility to agencies in scheduling and supporting staff during the training process. In the comprehensive ***Training of Trainers (TOT) program***, participants learn about both the High/Scope educational approach for young children and about the training model for early childhood staff development. TOT consists of seven week-long sessions typically distributed over nine to twelve months. This training may also be divided into its curriculum and adult-training components. Practitioners who want to focus on the preschool curriculum model can take the four-week ***Lead Teacher Training Program (LTTP)*** while those working primarily with infants and toddlers can attend a five-part ***Infant and Toddler (I-T) Workshop Series***. Teachers and caregivers who then want to then add the adult training component can enroll in the three-week ***Trainer Certification Program (TCP)***.

All these training activities are grounded in the curriculum approach and follow the adult-learning principles of the training model. Training workshops and seminars employ hands-on activities, discussions, presentations, and role playing. Between sessions, participants complete reading and reflective writing assignments. Most important, they apply what they learn in their day-to-day work, whether they are training others or providing direct services to children and families. Furthermore, participants practice using High/Scope's validated assessment tools: the *High/Scope Program Quality Assessment (PQA)* used to monitor program implementation in preschool and infant-toddler settings (High/Scope, 1998 & 2001b, respectively) and the *High/Scope Child Observation Record (COR)* used to assess children's development at the preschool and infant-toddler level (High/Scope, 1992 & 2001a, respectively). These instruments are also used to certify High/Scope trainers and teachers and accredit Centers of Excellence.

This emphasis on demonstrated practice makes the High/Scope training approach unusual among models of staff development. Unlike most workshops where participants receive credits or certificates for mere attendance, High/Scope evaluates the success with which participants complete a broad range of training activities. And unlike college courses in which enrollees are graded on class participation and written assignments, High/Scope further evaluates participants' ability to apply what they have learned in actual early childhood settings. These rigorous evaluation procedures insure that participants in High/Scope training have not only mastered the lessons of child and adult learning but can implement these lessons to improve the quality and effectiveness of programs for young children and their families.

Year Three Project Participants

In 2002, High/Scope conducted three training projects: one I-T Workshop Series with 20 participants; one TCP with 10 participants, and one TOT with four participants. The 34 participants completed the *High/Scope Student Record Form* to provide data about their agencies and their own background and relevant early childhood experience. In addition to completing these three training projects, High/Scope continued to work with three teachers at two programs, seeking to become Centers of Excellence. Following is a description of the Detroit-area agencies

and staff involved in the third-year training initiative.

Agencies

Table 2 presents information about the agencies where the training participants were employed. All but one of the preschool trainers (those attending TCP and TOT) were from Head Start while those providing services to infants and toddlers were divided between public and private non-profit agencies. Similarly, the agencies sponsoring TCP and TOT participants served almost exclusively preschool-age children in center-based settings, while those sponsoring I-T enrollees served children from infancy through preschool in both center-based and other types of programs.

Table 2. Description of Agencies Participating in High/Scope 2002 Training Programs

Agency Description	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Agency auspice (%)			
Head Start & Early Head Start	35.0	90.0	100.0
Public School	10.0	10.0	0
Private non-profit	55.0	0	0
Private for-profit	0	0	0
Type of program (%)[4]			
Infant/toddler	55.0	0	0
Preschool	55.0	100.0	100.0
Day care center	35.0	10.0	0
Day care home	15.0	0	0
Before/after school	15.0	20.0	0
Other	15.0	10.0	0
Ages of children served (%)[4]			
Less than one year of age	70.0	0	0
One year old	75.0	0	0
Two years old	80.0	0	0
Three years old	95.0	90.0	100.0
Four years old	70.0	100.0	100.0
Five years old	70.0	80.0	100.0
Six years old	55.0	0	0
Seven years old	30.0	0	0
Eight years old	25.0	0	0
More than eight years old	20.0	10.0	0

[1] I-T = Infant-Toddler Workshop Series

[2] TCP = Trainer Certification Program

[3] TOT = Training of Trainers Program

[4] Categories not mutually exclusive

Staff

Table 3 presents background information on those attending the training. All the participants in the 2002 projects were female and most (79%) were minorities. Not surprisingly, trainers tended

to have higher levels of formal education than teachers and caregivers. With one exception, participants reported receiving training in early childhood development and education, primarily through CDA and undergraduate courses. The vast majority also knew of High/Scope prior to attending the current training, although use of the educational approach at their agencies was universal only for TCP participants. As a group, they averaged 14 years of experience in the field and 6 years in their current positions. Most I-T participants (70%) listed their job title as director, while half or more of the TOT and TCP enrollees (50% and 60%, respectively) described themselves as lead teachers. In most High/Scope training projects, the reverse holds true, that is, those in the adult-training projects are more likely to be in supervisory positions. Regardless of their titles, however, approximately three-quarters of the participants across all projects said they provided training services at their agencies, and substantially more than half were also involved in curriculum development activities. Meeting with parents and performing administrative functions were also common responsibilities for participants across all three projects.

> *This training was informative and well-organized by [the consultant]. In my position as an administrator, I have learned how to bring out the best in my staff. She has taught me to learn better ways to motivate, inspire, lead in order to succeed in my endeavors. From this training, I have learned to provide my staff with training they need to excel at their jobs.* (Center Administrator)

Table 3. Description of Staff Participating in High/Scope 2002 Training Programs

Staff Description	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Gender (%)			
Female	100	100	100
Male	0	0	0
Ethnicity (%)			
White	25.0	10.0	25.0
Black	45.0	80.0	75.0
Hispanic	25.0	0	0
Asian	0	10.0	0
American Indian	5.0	0	0
Other	0	0	0
Level of formal education (%)			
Less than high school	5.0	0	0
High school diploma/GED	5.0	0	0
Less than 2 years college	10.0	10.0	0
Associates degree	25.0	20.0	50.0
Bachelors degree	30.0	70.0	25.0
Masters degree	10.0	10.0	0
Ed. specialist/endorsement	15.0	0	25.0
Doctorate	0	0	0

Table 3. Description of Staff Participating in High/Scope 2002 Training Programs			
Staff Description	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Early childhood training (%)[4]			
None	5.0	0	0
CDA training	25.0	70.0	75.0
Undergraduate courses	65.0	90.0	75.0
Graduate courses	30.0	20.0	0
Other early childhood training	50.0	70.0	75.0
Prior High/Scope exposure (%)[4]			
Heard of High/Scope	85.0	100.0	100.0
Previous High/Scope training	50.0	100.0	100.0
Use High/Scope	15.0	100.0	50.0
Years of experience in field	13.4	15.2	13.0
Years at current position	5.0	7.5	5.8
Job title (%)			
Director/Ed. Coordinator	70.0	40.0	50.0
Lead teacher/head teacher	5.0	60.0	50.0
Teacher	10.0	0	0
Assistant teacher	10.0	0	0
Teacher aide	5.0	0	0
Other	0	0	0
Job responsibilities (%)[4]			
Training	80.0	70.0	75.0
Curriculum development	65.0	60.0	75.0
Teaching	50.0	80.0	50.0
Meeting with parents	70.0	70.0	100.0
Administration	65.0	60.0	75.0
Program operations	50.0	30.0	0
Other	5.0	10.0	0

[1] I-T = Infant-Toddler Workshop Series

[2] TCP = Trainer Certification Program

[3] TOT = Training of Trainers Program

[4] Categories not mutually exclusive

Centers of Excellence

Becoming a Center of Excellence involves an assessment of staff performance and the agency's management system as a whole. To achieve this status, an applicant organization must meet the following criteria: (a) an on-staff or ongoing relationship with a High/Scope certified trainer who has demonstrated knowledge of the curriculum and adult training model; (b) High/Scope certified teachers with documented knowledge of child development and assessment, and the demonstrated ability to implement the curriculum with high levels of fidelity; and (c) an administrative structure that supports staff development, provides family services, and guarantees high levels of program operations. Figure 1 summarizes these rigorous standards.

Figure 1. Standards for High/Scope Certification and Accreditation		
Trainer Certification	Teacher Certification	Program Accreditation (Center of Excellence)
• Implementation: Completion of PQA[1] sections I through IV on training classroom • Detailed Training Agenda and Trainer Self-Evaluation • Observation/Feedback: Narrative/Notes with Trainer Self-Evaluation • Staff Support Narrative: Documentation of training activities (workshops and O/F) • Professional development log: Documentation of 60 hours of formal inservice training	• Completion of Lead Teacher Training Program (LTTP) or equivalent training/experience • Classroom observation: Sections I through IV of PQA[1], average score ≥4.5, no item below 4.0 • Child observation : COR for 2 children based on 3 months of anecdotal data • Planning: Daily Team Planning Form and Team Planning Narrative • Teacher Implementation Narrative: Documentation of process for learning curriculum • Current government license or certificate	• There must be an on-staff or ongoing relationship with a High/Scope Certified Trainer • All lead teachers must be High/Scope Certified Teachers • Administrative requirements: Sections V through VII of the PQA[1], average score ≥4.0

[1] High/Scope Program Quality Assessment (PQA) sections: I (Learning Environment); II (Daily Routine); III (Adult-Child Interaction); IV (Curriculum Planning and Assessment); V (Parent Involvement and Family Services); VI (Staff Development and Staff Qualifications); VII (Program Management)

In the third year of the project, High/Scope mentored three teachers (one, like last year, in a bilingual classroom) from two Head Start programs: two teachers from a delegate agency of Vistas Nuevas Head Start and one from a delegate agency of Wayne County Head Start. Their Head Start grantees are multi-site operations, serving hundreds of children whose family income falls at or below the federal poverty level, as required by the Head Start Bureau. Both sites have also sponsored one or more staff to attend High/Scope trainer certification courses (TCP or TOT) as their first step toward center accreditation. The High/Scope field consultant who mentored teachers in the 2002 project year commented on their commitment and motivation to attain teacher certification, and on the degree of administrative support for their pursuit of this goal.

Year Three Project Results

Service Delivery

Evaluation of training by High/Scope consultant. To evaluate the project from the perspective of the service providers, High/Scope consultants completed a *High/Scope Trainer Report Form* at the end of each unit of training (after each I-T two-day workshop; after each week-long TCP and TOT sessions). Using a five-point scale from "weak" to "strong," consultants rated the workshop sessions and participant involvement on five dimensions: amount of material covered; level of hands-on learning; level of discussion; group dynamics; and plans for implementation. Table 4 summarizes the consultants' ratings for the 2002 projects. Overall, ratings were very high, averaging 4.8 across all sessions of all three courses.

Table 4. Evaluation of 2002 Service Delivery by High/Scope Consultants[1]				
Dimension of Service Delivery	I-T[2]	TCP[3]	TOT[4]	Overall
Amount of materials covered	4.6	4.7	4.9	4.7
Level of hands-on learning	4.9	4.7	5.0	4.9
Level of discussion	4.8	5.0	4.9	4.8
Group dynamics	4.5	5.0	4.7	4.7
Plans for implementation	4.4	5.0	5.0	4.7
Mean rating	4.6	4.9	4.9	4.8

[1] Rating scale from 1 = weak to 5 = strong.

[2] I-T = Infant-Toddler Workshop Series consisting of nine two-day sessions

[3] TCP = Trainer Certification Program consisting of three one-week sessions

[4] TOT = Training of Trainers Program consisting of seven one-week sessions

Consultants' comments reflected their enthusiasm for the quality and value of the training. They highlighted several factors that are particularly characteristic of the High/Scope training model: active involvement of participants; mastery of the curriculum; principles of adult learning; and unique on-site learning opportunities.

(a) Active involvement

Levels of participation in discussions and presentations were consistently high, as reflected in these early and late notes from the I-T training:

> *Members of this group asked many questions as issues arose throughout the two-day training in relation to active learning, adult-child interactions, conflicts, daily plans, appropriate materials, and so on.* (I-T Consultant, Week 1)

> *Participants applied their knowledge of the key experiences by presenting it to the whole group. They showed great participation, ideas, and creativity.* (I-T Consultant, Week 8)

(b) Curriculum mastery

For some participants, this project was their first encounter with High/Scope. Others had prior exposure through college survey courses or information gleaned informally through colleagues, publications, and so on. Most striking was the almost universal recognition that only by attending this systematic training were they finally able to understand, and be in a position to implement, the "real" High/Scope educational approach.

> *This was the week of light bulbs! The time spent on each part of the daily routine was so worthwhile. Many of these participants had been using High/Scope, most with just a surface level of implementation, a few with some real understanding. Discovery, sharing, and*

deeper understanding was a repeated cycle as we went through each part of the daily routine. So many misunderstandings or misconceptions were cleared up and individuals became increasingly excited about "doing the real High/Scope." (TOT Consultant, Week 2)

(c) Adult learning

Recognizing the parallels between active learning for children and for adults is the hallmark of the adult learning component of the TCP and TOT. Participants applied these insights in two ways: designing and presenting hands-on workshops that allowed practitioners to "discover" effective teaching strategies and providing objective feedback that enabled teachers to be non-defensive partners in the quality improvement process.

The group is really "taking" to the adult learning content. It's either brand new to them (many have never trained before) or they've never really thought about the why's behind how they do train. The similarities between our work with adults and children seems to be the source of some of the biggest "ah-ha's." As one participant said, "just like working with kids, we don't want to go in there and tell the teaches exactly what to do. But it is okay to have expectations; it's not anything goes for teachers either!" (TOT Consultant, Week 3)

Participants made connections on the importance of writing curriculum notes and feedback dialogue. Feedback with "Rabbit Teachers" helped them make connections on re-framing our messages to teaching teams. A lot of dialogue on how important it is to remain objective and how you must really know your curriculum material. (TCP Consultant, Week 2)

(d) On-site learning opportunities

Holding the training at High/Scope headquarters, as opposed to field-based sites, affords participants two unique learning opportunities: first-hand observation of the curriculum in action at the High/Scope Demonstration Preschool and attendance at the annual High/Scope International Conference with 500 educators from around the world.

It was invaluable to see the preschool in action and go down into the classroom in the afternoons. Something about the reality of an actual classroom just really helps bring things home! (TOT Consultant, Week 2)

This week, the participants all attended the High/Scope International Conference. From their feedback, they loved the conference. They felt like they were part of the High/Scope family and realized how much they do know about the approach, now that they are in their 5th week! They really liked the international element, realizing that High/Scope goes beyond their own agencies. (TOT Consultant, Week 5)

Evaluation of training by participants. To evaluate training from the perspective of recipients,

trainers and practitioners filled out the *High/Scope Participant Post-Training Questionnaire*, rating all the dimensions of the experience on a five-point scale from "weak" to "strong." Table 5 presents the results by item and course, as well as mean ratings for the project as a whole.

Table 5. Evaluation of 2002 Service Delivery by Participants[1]

Dimension of Course	I-T[2] (N=20)	TCP[3] (N=10)	TOT[4] (N=4)
Organization of the course	5.0	5.0	5.0
Clarity of course objectives	4.9	5.0	5.0
Integration of theory and practice	4.9	5.0	5.0
Quality of information	5.0	5.0	5.0
Trainer's skills	5.0	4.9	5.0
Realism of course requirements	4.8	4.6	4.5
Level of participant involvement	5.0	5.0	5.0
Hands-on and discovery learning	5.0	5.0	5.0
Discussion and sharing	5.0	5.0	5.0
Networking among group	4.9	4.8	5.0
Pace of workshops	4.8	4.9	4.8
Clarity and utility of readings	4.9	4.9	4.8
Usefulness of other assignments	4.8	5.0	4.8
Effectiveness of training media	4.7	4.9	4.8
Meeting facilities	4.9	4.9	5.0
Applicability to current job	5.0	5.0	5.0
Consultant support in planning	5.0	4.9	5.0
Administrative support to attend training	4.5	4.3	4.0
Administrative support to implement curriculum	4.2	4.2	3.8
Overall quality of course	4.9	5.0	5.0
Mean rating	4.9	4.9	4.8

[1] Rating scale from 1 = weak to 5 = strong.
[2] I-T = Infant-Toddler Workshop Series
[3] TCP = Trainer Certification Program
[4] TOT = Training of Trainers Program

Overall, participants were extremely positive in their assessment of the High/Scope courses. The average score across all variables and participants was 4.9 out of 5 points. Participants assigned

perfect or near perfect ratings to such factors as the organization and clarity of materials, quality of information presented, integration of theory and practice, trainer's skills combined with their own hands-on participation in discovery learning and group discussion, and applicability of the training to their current job positions. Their comments illustrated their enthusiastic assessment of the training in general, High/Scope consultants in particular, opportunity to network with other professionals, and potential of the training to bring about changes at their agencies.

(a) Overall quality of training

> *The High/Scope infant-toddler training program enables us to put sound theories of development into practice through discussion, feedback, and hands-on experiences.* (Caregiver, I-T Participant)

> *The training is not limited to training individuals in High/Scope but applies to any training. It is very thorough and leads participants to success, not failure.* (Center Administrator, TCP Participant)

(b) Consultants' skills

> *The training was excellent. The consultant has changed my whole personality. Her excellent knowledge of training has given me lots of confidence in my interactions and made me very verbal. She is great!* (Center Administrator, TCP Participant)

> *Our consultant is the best trainer one could have. I have learned more about High/Scope than in 15 years with this curriculum because of her support with participants in our class.* (Center Administrator, TCP Participant)

(c) Networking with other professionals

> *I thought this training was helpful because we were able to attend sessions with service providers and leaders from a variety of locations. Also, our trainer was an excellent facilitator.* (Caregiver, I-T Participant)

(d) Potential for agency change

> *The training workshop was a big help to me because I started working in the child care center seven months ago and there was a lot I didn't understand.* (Caregiver, I-T Participant)

> *This will greatly enhance the knowledge of trainers at my site as they work with caregivers.* (Center Director, I-T Participant)

> *I feel it is really going to help the staff more fully understand High/Scope with two certified trainers being on site.* (Home Based Leader, TOT Participant)

There were two areas in which participants gave somewhat lower ratings. One was the realism of the course demands, particularly for trainers (TCP and TOT). They reported difficulty balancing the rigorous certification requirements with the daily responsibilities of their jobs. Although they felt the level of effort was worth the benefits, it was stressful. The other problem, which is largely beyond High/Scope's control, was the lack of administrative support for attending training and/or implementing the curriculum. During recruitment, High/Scope emphasizes to administrators that if they sponsor staff to attend the training, they must in turn allow time and resources for them to mentor colleagues and work toward criterion levels of implementation. Despite such guarantees at the beginning of the project, not all administrators followed through. Eager to use their new knowledge at their agencies, participants found this lack of support frustrating.

> *The TCP required dedication, commitment, and flexibility. It was difficult at times in addition to extraordinary circumstances and events. I, with the support of my trainer, overcame the barriers and I now have a renewed desire to train staff and parents on the High/Scope Curriculum.* (Head Teacher, TCP Participant)

Knowledge of Early Childhood Development and Teaching Practices

The extent to which participants increased their knowledge of child development and sound educational practices was measured with before-and-after ratings on the *High/Scope Participant Pre-Training Questionnaire* and *Post-Training Questionnaire*. Table 6 presents the results.

Table 6. Growth in Knowledge and Practices of 2002 Participants

Knowledge Variable	Significance of Change		
	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Basic child development information	***	***	**
Components of high quality programs	**	***	**
Active learning	***	***	**
Key experiences	***	**	**
Adult-child interaction strategies	***	***	**
Encouragement vs. praise	**	*	*
Problem-solving approach to conflict	***	**	**
Areas in the learning environment	***	***	**
Materials in the learning environment	***	***	***
Storage in the learning environment	***	**	**
Plan-do-review process (choice time for infants)	***	***	***

Table 6. Growth in Knowledge and Practices of 2002 Participants			
Knowledge Variable	Significance of Change		
	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Small-group time[4]	***	**	**
Large-group time[4]	***	**	*
Teamwork	**	***	**
Anecdotal note-taking	**	***	**
Daily team planning	***	***	*
Child assessment	**	**	**
Supporting diversity	**	***	**
Parent involvement	*	***	**

[1] I-T = Infant-Toddler Workshop Series
[2] TCP = Trainer Certification Program
[3] TOT = Training of Trainers Program
[4] For infants and toddlers, small- and large-group time are combined into one "group time" variable
* $p<.05$
** $p<.01$
*** $p<.001$

Trainers and practitioners in all three courses reported significant changes in every area of developmental knowledge and pedagogy. Although these self-reports should be regarded with the proper precaution, it is nevertheless noteworthy that all participants saw their facility with these topics increase from low-to-moderate levels at course entry to high levels at course completion. Their comments, supported by the consultants' observations, indicated that training enhanced their understanding of High/Scope basics, in-depth curriculum areas, and adult training methods.

(a) High/Scope basics, e.g., active learning, key experiences, and adult-child interaction

> *The program has been great. I have benefitted from the training in High/Scope active learning and key experiences. Learning more about adult interaction strategies has been rewarding to enhance students' learning.* (Lead Teacher, TCP Participant)

(b) In-depth curriculum topics, e.g., praise vs. encouragement and the COR

> *Praise versus encouragement was the highlight of the week! It really made an impact on the folks – of course, really touching the person struggling with the issue the most. The COR was great. They really understand the scoring and planning.* (Week 6, TOT Consultant)

(c) Adult training issues, e.g., observation/feedback and workshop presentations

This group really seemed to understand observation/feedback – a topic that the last few groups I've trained have really struggled with. I was happy to give them the opportunity to do their mini-presentations. I think they needed this. Some participants have never "presented" before, so it was useful to get a small taste of getting up in front of this group. Others have lots of experience, but trained in a more directive, scripted style. It was good for them to see others present and respond to the group. The feedback that they gave each other was very honest and eye-opening for some. I think a few participants now realize that perhaps they don't know it all and have some things to learn about effectively sharing information with the group. (Week 4, TOT Consultant)

Reported Practice

On the *High/Scope Participant Post-Training Questionnaire*, practitioners and trainers also indicated the extent to which they observed changes in their agency that could be attributed to the training. They noted whether quality had improved with regard to the learning environment, adult-child interactions, staff relationships, children's attitudes and behaviors, and parent involvement. Table 7 presents the results.

Table 7. Reported Changes in Classroom and Agency Practices of 2002 Participants

Area of Change or Improvement	Percent Reporting Change		
	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Learning environment			
Room divided into interest areas	90.0	80.0	75.0
Labeling of areas and materials	85.0	90.0	100.0
Better child access to materials	90.0	90.0	100.0
Improved traffic flow/less congestion	70.0	60.0	75.0
More diversity or variety of materials	85.0	70.0	75.0
More consistent daily routine	100.0	70.0	100.0
Better outdoor play space	75.0	30.0	75.0
Adult-child interactions			
More understanding of adult role in ch. dev.	100.0	80.0	75.0
Less adult-directed activity	85.0	60.0	75.0
More child-initiated activity	90.0	90.0	100.0
Greater adult participation in children's play	70.0	90.0	75.0
Greater ability to observe/plan for children	85.0	80.0	75.0
Greater use of open-ended questions	75.0	80.0	75.0
Greater problem-solving approach to conflict	75.0	80.0	100.0
More use of encouragement instead of praise	60.0	80.0	75.0
Staff relationships			
Greater overall coordination/communication	45.0	60.0	50.0
Improved teamwork to plan/implement	80.0	90.0	100.0
More meaningful roles for assistants/aides	60.0	80.0	50.0
Renewed enthusiasm/enhanced commitment	90.0	70.0	100.0

Table 7. Reported Changes in Classroom and Agency Practices of 2002 Participants			
Area of Change or Improvement	Percent Reporting Change		
	I-T[1] (N=20)	TCP[2] (N=10)	TOT[3] (N=4)
Children's attitudes and behaviors			
More independence and initiative	95.0	90.0	100.0
More self-confidence	95.0	100.0	100.0
Greater enjoyment of school	85.0	60.0	100.0
Fewer discipline problems	95.0	60.0	100.0
More cooperative play	80.0	80.0	100.0
Improved language development	95.0	90.0	100.0
Greater problem-solving skills	65.0	70.0	75.0
Improved attention span	90.0	70.0	50.0
Greater creativity	70.0	60.0	75.0
Parent involvement			
More support for program & curriculum	90.0	80.0	100.0
More volunteering	50.0	50.0	50.0
Increased attendance at parent meetings	50.0	50.0	100.0
More materials contributed to classroom	65.0	70.0	75.0
Increased understanding of child dev.	85.0	90.0	75.0
Increased confidence in parental role	90.0	50.0	50.0
More opportunities for child choice at home	45.0	70.0	50.0
More parent-child verbal interaction	80.0	50.0	100.0
More consistent daily routine at home	60.0	60.0	25.0
Improved home-school communication	90.0	70.0	50.0

[1] I-T = Infant-Toddler Workshop Series
[2] TCP = Trainer Certification Program
[3] TOT = Training of Trainers Program

(a) Learning environment and daily routine

The most substantial changes were reported in the arrangement and consistency of the learning environment. Participants attributed improved organization, labeling, and child access to materials to the training. Programs were also being more consistent about the daily routine, recognizing the cognitive and social benefits of a predictable schedule for young children.

(b) Children's behavior

There were also big changes reported in children's attitudes and behaviors. Participants especially noted gains in children's independence and initiative, self-confidence, language development, and cooperative play.

Caregivers started to support children's initiative. (Caregiver, I-T Participant)

(c) Adult-child interaction

Adult-child interaction is a difficult area to impact because it requires practitioners to rethink their roles. Nevertheless, participants reported moderate to high levels of improvement in this domain. Teachers had a greater understanding of their importance in children's development and

encouraged more child-initiated activity. However, they still needed more training to bring the amount of adult-directed activity into better balance. Using encouragement rather praise to acknowledge children's efforts continued to the hardest practice to change.

(d) Staff relationships

Results on affecting staff relationships were varied. The training was most successful in improving teamwork and renewing staff enthusiasm and job commitment. Changes were less frequently observed in establishing meaningful roles for aides in the classroom and improving communication within the agency as a whole. As with promoting administrative support for training and implementation, High/Scope can play only an indirect role in bringing policy changes at the agency level. One way this might happen in the future: as administrators see the positive effects of collaboration between teaching teams, it might inspire them to improve communication between staff at different levels in the organization.

> *The training was great. It sparked my enthusiasm to a new level which I can transfer to my program, and for teacher-training and parent-training.* (Assistant Education Coordinator, TCP Participant)

(e) Parent involvement

Observed changes in parent involvement also present a mixed picture. On the plus side, participants reported that parents increased their understanding of child development. Workshops to explain the High/Scope educational approach also brought about greater parental support for its use in the program. Support for the teachers did not always translate into parents volunteering in the classroom although it should be noted that welfare reform has limited their availability. The extent to which classroom practices generalized to the home environment also varied. Participants in two out of the three projects reported substantial gains in parent-child verbal interactions, which is important for early literacy development. However, encouraging parents to provide a more consistent daily routine and greater child choice at home, require further effort.

Observed Practice

To test the impact of training on program quality, evaluators observed the training classrooms established by the four TOT and 10 TCP participants using the first four sections of the High/Scope Preschool PQA (High/Scope, 1998). Teacher certification requires an average rating of 4.5 points across items with no item lower than 4 points. Because those attending the 2002 TOT and TCP courses were still at the early stages of mentoring teachers, it was not expected that their classrooms would reach criterion levels during the current year. However, as an interim measure of progress, evaluators assessed their progress along this continuum to reveal areas in which they were performing strongly, as well as those in which further mentoring was needed.

The results are presented in Table 8. Scores are summarized in two ways for each item: the mean score across programs and the percent of programs achieving the criterion score of 4 or better needed for certification. Findings were consistent with the participants' own observations about

areas in which they saw the greatest change, that is, the learning environment and daily routine. They also confirmed those areas where further mentoring was needed to bring about significant improvements, namely adult-child interaction. Implementing supportive interactions is the most challenging component in achieving consistent use of the curriculum model.

Table 8. Preschool PQA Scores for 2002 Early-Stage Training Classrooms

PQA Item[1]	TCP (N=10)		TOT (N=4)	
	Mean Across Programs	Percent Scoring ≥4[2]	Mean Across Programs	Percent Scoring ≥4[2]
Learning Environment				
Safe and healthy environment	4.7	100.0	4.5	100.0
Defined interest areas	4.0	80.0	3.8	50.0
Logically located interest areas	4.4	80.0	4.0	100.0
Outdoor space, equipment, materials	3.6	50.0	3.5	50.0
Organization and labeling of materials	3.2	50.0	4.3	75.0
Varied and open-ended materials	3.3	50.0	3.8	75.0
Plentiful materials	3.8	60.0	4.3	100.0
Diversity-related materials	3.5	50.0	3.5	50.0
Displays of child-initiated work	3.2	40.0	3.5	50.0
Daily Routine				
Consistent daily routine	4.1	80.0	4.0	75.0
All components/parts of the day included	3.8	50.0	4.3	75.0
Appropriate time for each part of the day	3.8	80.0	4.5	100.0
Time for child planning	3.7	70.0	4.0	75.0
Time for child-initiated activities	3.8	60.0	4.5	75.0
Time for child recall	3.4	60.0	3.8	75.0
Small-group time	3.6	50.0	3.8	50.0
Large-group time	3.7	40.0	4.0	75.0
Choices during transition times	3.4	50.0	3.8	50.0
Cleanup with reasonable choices	3.7	50.0	4.0	75.0
Interaction during snack or meal	4.2	80.0	4.5	100.0
Outside time	3.1	40.0	3.5	50.0
Adult-Child Interaction				
Meeting basic physical needs	4.7	100.0	4.8	100.0
Handling separation from home	4.2	80.0	4.0	75.0
Warm and caring atmosphere	3.9	70.0	4.8	100.0
Support for child communication	3.6	40.0	4.0	50.0
Support for non-English speakers	4.1[3]	57.1[3]	4.5[2]	100.0[2]
Adults as partners in play	3.2	30.0	3.3	25.0
Encouragement of child initiatives	4.2	80.0	4.5	100.0
Opportunities for child exploration	3.2	50.0	3.8	50.0
Acknowledgment of child efforts	3.1	20.0	3.3	25.0
Encouragement for peer interactions	3.2	30.0	3.3	25.0
Independent problem-solving	2.9	10.0	3.3	25.0
Conflict resolution by children	2.7	10.0	3.0	0.0

Table 8. Preschool PQA Scores for 2002 Early-Stage Training Classrooms				
PQA Item[1]	TCP (N=10)		TOT (N=4)	
	Mean Across Programs	Percent Scoring ≥4[2]	Mean Across Programs	Percent Scoring ≥4[2]
Curriculum Planning and Assessment				
Use of consistent curriculum model	3.9	50.0	4.0	50.0
Team teaching	4.4	80.0	4.3	75.0
Comprehensive child records	5.0	100.0	4.5	100.0
Anecdotal note-taking by staff	4.4	80.0	4.3	75.0
Use of validated child observation measure	5.0	100.0	4.8	100.0
Mean Learning Environment	3.7	62.2	3.9	72.2
Mean Daily Routine	3.7	59.2	4.1	72.9
Mean Adult-Child Interaction	3.6	48.1	3.9	54.2
Mean Curriculum Planning and Assessment	4.5	82.0	4.4	80.0
Mean Total	3.8	59.4	4.1	69.8

[1] Program Quality Assessment (PQA) items are scored on a five-point scale from 1 = low to 5 = high.
[2] PQA item scores for High/Scope Teacher Certification must be ≥4, with an average of ≥4.5 across all items.
[3] Not all programs had non-English speaking children. The N's for TCP and TOT were 7 and 2, respectively.

(a) Learning environment and daily routine

Settings were safe and healthy for young children, meeting basic licensing requirements. Teachers had made substantial progress locating interest areas in the classroom and providing children with plentiful materials. Accommodating multicultural diversity and making better use of the outdoor space as a learning environment were areas in which further work was needed. The majority of programs had established a consistent schedule and were strong on carrying out most parts of the daily routine. Small-group time, however, was still characterized by too much adult control, while transitions between activities offered children inadequate choices.

(b) Adult-child interactions

In terms of adult-child interaction, training classrooms provided a nurturing environment for young children. All met criterion levels for encouraging children's initiative, a hallmark of the active learning approach. However, most adults were still not participating fully as partners with children during their play. Appropriate acknowledgment of children's efforts, encouragement for peer interactions, independent problem-solving, and especially conflict resolution, were all areas where certified trainers had considerable work ahead of them in helping teachers achieve high levels of program quality.

(c) Curriculum planning and assessment

Agencies kept thorough and comprehensive child records and teachers made great strides in using a validated assessment tool to monitor children's progress. However, the gaps in teaching practices, noted above, were perhaps attributable to their inconsistency in applying a single curriculum model. Some teachers still tried to incorporate components of other, not necessarily

compatible approaches, and the result was contradictory classroom practices. The hope is that with time, as teachers grow in their knowledge and skills, they will able to implement a coherent curriculum model that achieves maximum benefits for children and their families.

Plans for Future Implementation

On the *Participant Post-Project Questionnaires*, practitioners and trainers checked the ways in which they planned to apply their training in working with children and their families, and with colleagues at their agencies. Table 9 presents the results.

Table 9. Plans for Future High/Scope Implementation of 2002 Participants

Area of Planned High/Scope Implementation[1]	Percent Reporting Plans		
	I-T[2] (N=20)	TCP[3] (N=10)	TOT[4] (N=4)
Working with children	95.0	100.0	75.0
Working with parents	80.0	90.0	75.0
Enhancing staff relationships	75.0	80.0	100.0
Mentoring others	80.0	80.0	100.0
Advancing own professional development	55.0	60.0	50.0
Other applications	15.0	0	0

[1] Areas not mutually exclusive
[2] I-T = Infant-Toddler Workshop Series
[3] TCP = Trainer Certification Program
[4] TOT = Training of Trainers Program

Most participants saw their training as having a direct impact on their work with children, as well as their interactions with parents. All or most of those in the adult training projects, i.e., TCP and TOT, planned to apply what they learned to training staff. Even the vast majority of practitioners in the I-T workshops saw themselves as mentoring co-workers in implementing the High/Scope approach. Half or more of the participants planned to use the training for their own professional development. The Foundation continues to develop collaborative relationships with area colleges to accept undergraduate or graduate credit for successful completion of the training courses.

> *I enjoyed the training. I look forward to sharing this with the infant-toddler staff and parents. For the staff, I think it will help them value the importance of their effect on children. For parents, it will validate the support children receive for their development while they play during the day.* (Supervisor, I-T Participant)

Accountability

Centers of Excellence. In the third year of the project, High/Scope mentored three teachers from two Detroit-area Head Start agencies in the Center of Excellence initiative. As with last year's

cohort, one teacher operated a bilingual classroom. All three candidates became High/Scope Certified Teachers by meeting the following rigorous standards:

- Knowledge of child development as demonstrated by completion of anecdotal records and scoring of the High/Scope Child Observation Record (COR) on two children.
- Ability to implement the curriculum in the classroom as demonstrated by scores of 4 or better and an average score of 4.5 on the High/Scope Program Quality Assessment (PQA).
- Ability to plan as a team member using the *Daily Team Planning Form* and *Team Planning Narrative*.
- Evaluation of the learning process by completing the *Teacher Implementation Narrative*, a written documentation of the applicant's studies in the High/Scope educational approach including workshop and conference attendance, working with a trainer or mentor teacher, and reading/viewing written and audiovisual materials.

Table 10 presents applicants' mean scores on sections I through IV of the Preschool PQA Scores ranged from 4.68 to 4. 92, with the mean for the group at 4.82 (out of a maximum score of 5), indicating an exceptionally high level of curriculum implementation and program quality.

Table 10. Mean Preschool PQA Scores for 2002 Teacher Certification Candidates

PQA Section[1]	Teacher Certification Candidate (N=3)		
	1	2	3
I. Learning Environment (9 items)	5.00	5.00	4.78
II. Daily Routine (12 items)	4.92	4.83	4.58
III. Adult-Child Interaction (12 items)[2]	4.92	4.83	4.18
IV. Curriculum Planning and Assessment (5 items)	4.80	4.80	5.00
Total PQA Sections I through IV (38 items)	4.92	4.87	4.68

[1] Program Quality Assessment (PQA) items are scored on a five-point scale from 1 = low to 5 = high.
[2] Candidate #3 based on 11 items since item on non-English speaking children not applicable.

Trainer Certification. Actual knowledge and training practices were assessed in two ways. First were the grades TOT and TCP participants received for each of the three course components: curriculum knowledge, curriculum demonstration, and adult training. Second was whether they received High/Scope trainer certification. To meet these rigorous requirements, students had to score 80 points or higher in each course. Tables 11 and 12 present the findings for these two measures, respectively. Grades are averaged for the 10 TCP and four TOT participants, all of whom completed their course work and became High/Scope Certified Trainers. Their average scores ranged from 90 to 98, well over the minimum requirement of 80 points.

Table 11. Trainer Course Grades of 2002 Participants		
Course Content	Average Grade	
	TCP[1] (N=10)	TOT[2] (N=4)
Curriculum Knowledge (100 points)	94.3	97.5
Curriculum Demonstration: Daily Routine Videotape (100 points)	93.9	91.3
Adult Training (100 points)	90.1	96.1

[1] TCP = Trainer Certification Program
[2] TOT = Training of Trainers Program

Table 12. Trainer Certification of 2002 Participants		
Certification Status	Percent of Trainers	
	TCP[1] (N=10)	TOT[2] (N=4)
Not recommended for certification	0	0
Recommendation pending	0	0
Certified	100	100

[1] TCP = Trainer Certification Program
[2] TOT = Training of Trainers Program

The outstanding scores and high rate of certification reflects the skills that trainers mastered in presenting workshops and providing observation/feedback to staff. These abilities will enable them to use their Trainer Certification to enhance program quality at their respective agencies. As one participant summed up the training:

> *The training has made me grow as a person and mentor teacher. I understand child development and High/Scope now. I will go out and profess to the world that child-initiated programs are for preschoolers and using the High/Scope approach can only guarantee success.* (Staff Training and Literacy Manager, TOT Participant)

Lessons Learned and Conclusions

Below we summarize the project's impact and the lessons learned in each year of the evaluation. The report concludes with a statement about the overall effectiveness of the systemwide early childhood training initiative and the challenges that lie ahead.

Project Impact

Completion of the third and final year of training allowed High/Scope to account for the project's overall impact at three levels: trainers, teachers/caregivers, and children served. The project produced a total of 27 certified trainers, 100% of the participants who completed one of the adult-training courses (TCP and TOT). A national study (Epstein, 1993) estimated that each High/Scope certified trainer works with 25 practitioners to support their implementation of high quality programs. Practitioners in turn serve an average of 10 children and their families each

year. Based on these ratios, High/Scope certified trainers can mentor 675 teachers and caregivers, who in turn provide services to approximately 6,750 children each year. In addition, High/Scope directly trained 167 practitioners in one or more curriculum courses (I-T, LTTP, and M & M) and certified an additional seven demonstration-level teachers, including two operating bilingual classrooms. These 174 individuals each serve an estimated 10 children per year as well, adding 1,740 to the total. Using these figures, the systemwide training initiative affected, and will continue to improve the lives of ***8,490 young children every year*** in Detroit-area early childhood programs. These numbers are summarized in Table 13.

Table 13. Projected Impact of the Three-Year Systemwide Training Initiative

	Year 1	Year 2	Year 3	Project Total
Number of High/Scope certified trainers	5	8	14	27
Number of teachers/caregivers mentored by certified trainers[1]	125	200	350	675
Number of teachers/caregivers trained by High/Scope	80	67	20	167
Number of High/Scope certified teachers	N.A.[2]	4	3	7
Total number of teachers/caregivers with High/Scope training	205	271	373	849
Number of children served by teachers[1]	2,050	2,710	3,730	8,490

[1] Figures are based on a ratio of 1 trainer to 25 teachers/caregivers to 10 children (Epstein, 1993).
[2] Mentoring began in Year 2, helping teachers trained in previous years to achieve teacher certification.

Year One Lessons

- ***Systemwide early childhood training is feasible.*** The initiative secured participation from a broad array of agency auspices serving a diverse population. By simultaneously targeting publically subsidized, non-profit, and for-profit programs, the training reached the full range of settings that parents use to secure services for their young children.

- ***Large-scale training can be implemented with high levels of quality.*** Two factors account for this success: four decades of High/Scope's practical and research experience implementing and validating its "active learning" curriculum and training model; and the commitment of participating agencies to improve program quality by investing in staff development.

- ***Systematic and systemwide staff training can improve program quality and create better learning environments for young children.*** The combination of a theoretical foundation and practical strategies produced gains in knowledge and skill. Hands-on training translated into improved practices in programs serving infants, toddlers, preschoolers, and their families.

- ***Administrative and technical support are critical to promote and sustain change.*** Agency-based trainers are vital in providing front-line staff with the necessary grounding in child development and effective curriculum practices. In turn, administrators need to support trainers and practitioners as they gradually institute changes and work toward common goals.

Year Two Lessons

- ***Training can effectively serve practitioners from diverse educational and experiential backgrounds.*** The educational levels of participants ranged from high school to master's degrees, their experience from two years to over two decades. This broad-based outreach is essential to enhance the knowledge and skills of novice caregivers who enter the field with little formal education, and also to update the knowledge and renew the commitment of veteran teachers whose practical wisdom the field wants to retain.

- ***Inservice training can be the entry point for teachers to acquire more formal education.*** Research shows formal education, especially if it includes courses in early childhood, is positively and significantly associated with program quality and child outcomes. A bachelor's degree is mandatory in state-funded prekindergarten programs and will become a requirement in federal programs such as Head Start. Through its collaborative relationships with local two- and four-year colleges, High/Scope provides both specific early childhood training and credit toward an associates or bachelors degree.

- ***The high quality of training can be replicated even when delivered on a large scale.*** Those delivering and those receiving the training continue to assign it exceptionally high ratings. Explanations include the following: (a) training is intellectually engaging; (b) information is applicable to job roles; (c) High/Scope early childhood specialists are knowledgeable and skillful educators; and (d) training has both professional and personal impact, encouraging participants to think broadly about the nature of human learning and interactions.

- ***Changes in understanding and practice are incremental.*** Curriculum implementation is a journey, not an express trip. Some program improvements are achieved quickly, such as organizing the learning environment and establishing a consistent daily routine. Other changes become operational over time, such as adopting a problem-solving approach to conflict and replacing teacher control with teacher support. To accommodate the pace of change, training is most effective when it combines workshops, practical application, and follow-up mentoring.

- ***A training system can and should be held accountable for practical results.*** Systemwide training must do more than pass participants through its gates; it must achieve quantifiable changes in individual and agency practices. The current project is producing these measurable results based on the rigorous standards of High/Scope certification. Trainer certification stands at 100%; teacher certification is also at 100% although the number of candidates needs to be expanded. Trainer and teacher certifications are the two first steps toward agencies becoming Centers of Excellence, with demonstrated proficiency in all areas of program operations.

Year Three Lessons

- ***Systematic supervisor training by an experienced outside agent is the first step in building internal agency capacity.*** At the end of the project, 27 High/Scope Certified Trainers were installed in diverse early childhood agencies throughout the Detroit metropolitan area. These teacher-trainers represent a renewable resource, capable of providing ongoing professional

development to teachers and caregivers using effective adult-training strategies. High/Scope's history of mounting large-scale training initiatives were key to the success of this ambitious program. The Foundation transferred expertise to local agencies by employing a curriculum approach and adult-training model validated through four decades of practice and research.

- ***Direct training at intermediate levels of the system inspires practitioners to take ownership of the program and mentor colleagues.*** Direct training of preschool teachers and infant-toddler caregivers produced both anticipated and unexpected rewards. Participants in the curriculum workshops were excited by what they learned and eager to implement it in their own classrooms. Even though it was not the explicit intent of their training, they also welcomed the idea of mentoring co-teachers and colleagues in other classrooms. Their classrooms could, in effect, serve as demonstration programs within their agencies and work with on-site trainers to "spread the word" about effective early childhood practices.

- ***For the project's impact to be sustained, systemwide training must remain a dynamic and ongoing activity within the early childhood community.*** The quality improvements achieved over the course of the initiative require ongoing support from agency-based trainers and program administrators. Unless professional development is seen as a dynamic and continuous undertaking, stagnation and turnover threaten to reverse hard-won gains. While practitioners advanced their mastery of sound teaching practices, there was still much room for growth. Ongoing support is necessary to help solidify and extend their gains and bring new teachers in line with the pedagogy that best supports young children and their families.

Conclusion

The McGregor-funded High/Scope systemwide training initiative was a bold attempt to improve the quality of Detroit-area early childhood programs on a large scale. Evaluation affirmed the potential of this broad-based yet intensive endeavor to reach diverse agencies, enhance the knowledge and skills of the practitioners, and produce meaningful changes in program quality. As a result of this three-year effort, there are now 27 agency-based trainers in place to offer ongoing support to front-line service providers. There are 849 teachers and caregivers who have or will receive training in the High/Scope curriculum, a validated approach for providing effective intervention. Finally, an estimated 8,490 children per year, together with their families, will receive the documented benefits of this high quality early educational experience.

There is still much work ahead of us. Agencies need more site-based trainers to mentor teachers and caregivers. Practitioners need to continue improving program quality to criterion levels of excellence. More children at risk of educational problems need to benefit from these services. The current project demonstrated that a large-scale and systematic approach to training was feasible. Our challenge in the future is to build on this evidence to insure that this early educational opportunity is available to children throughout Detroit and comparable communities.

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